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nature of Stoic virtues of purity, chastity and philanthropy. Earlier abstract theories had, as is well-known, been modified by the exigencies of life. While we may not follow Professor Hicks in predicating "cheery optimism" of the earlier Stoics, yet the ethics of the later school were of a sort that have immortal value. In conclusion, the synthetic nature of this work and the constant endeavor to estimate, and to interpret will secure for it an honored place in the literature of the subject.

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Thucydides, Book VI. Edited, on the basis of the Classen-Steup edition, by Charles Forster Smith. Boston: Ginn and Company (1913). Pp. xiii + 250. \$1.50.

The book comprises an Introduction, pages V-XIII; text and exegetical commentary, 1-205; a critical appendix, 206-243; indices, 245-250; and reproductions of Kiepert's maps, of Sicily (colored), of the Siege of Syracuse, and of the Retreat of the Athenians.

The Classen-Steup edition of the sixth book of Thucydides appeared so long ago (1905) that any review of its merits or defects at the present time would be futile. An acquaintance with this edition on the part of all interested in Thucydides is to be assumed, and the reviewer of this volume of the College Series of Greek Authors must confine himself to two practical questions: (1) how does the adaptation compare with the original; (2) how does it compare with its possible competitors for use as a class text-book.

My answer to the first of these questions is based upon a collation of Smith with Classen-Steup for twelve chapters chosen at random from the commentary and for the whole of the Appendix. In view of the lapse of eight years and Professor Smith's standing and reputation we might fairly have expected that his book would constitute a noticeable advance beyond its German basis in the exegesis of Thucydides. Expectation of this sort, however, is not fulfilled. There is very little material in the adaptation which is not already contained in the original edition. Of the new matter the smallest part is Professor Smith's own contribution—consisting chiefly of occasional references to Krüger, Kühner-Gerth, Hadley-Allen, Goodwin's Moods and Tenses, Gildersleeve's Syntax of Classical Greek, Smyth's Melic Poets, and Professor Smith's articles in volumes 25 and 31 of the Transactions of the American Philological Association (Some Poetical Constructions in Thucydides, and Traces of Epic Usage in Thucydides); the bulk is composed of notes that recall the Notae Variorum editions. As an example of these I choose the note on 41.11: 'ἐς τὴν κατασκοπὴν: with a view to finding out, i.e. 'their readiness for war' (Cl.), or 'their state of mind in

the present condition of things' (St.), or 'about the coming and the designs of the enemy' (Valla, etc.)." Another example is afforded by App. 62.20: 'περίεπλευσαν: Cl. wrote *περίεπεμπον*. . . on the ground that . . . On the same ground St. changes to *περίεπεμψαν* . . . and this also Steup<sup>1</sup>, Mueller and Hude adopt.

Bm. Kr. Bl. Marchant, Spratt, and the Oxford text keep *περίεπλευσαν*.—Cl. calls attention. . . Thirlwall seems to understand. . . Grote says . . . Holme lets Nicias go. . . Cl. thought. . . The sources of such notes are the editions named in the Preface; where, by the way, occurs a sentence that deserves attention: "Marchant's and Spratt's commentaries, which have been at hand in the last stages of the work, would have proved more helpful had they been always consulted from the outset". How is this sentence to be understood? Marchant's edition appeared in 1897, Spratt's in 1905, and Professor Smith could not have begun his work before the latter date.

The student of Thucydides who has access to the Classen-Steup edition can gain from the consultation of this adaptation only in one way. In a number of passages Professor Smith adopts a reading different from the text of the German edition. In these the student may learn that Steup's argument did not convince Professor Smith. Compare, for instance, App. 17.1: "Steup substitutes *κἀνταῖθα* for *καὶ ταῦτα* and in a critical note expresses himself substantially as follows . . .". Or, again, he may learn whose explanation has commended itself to Professor Smith. Compare App. 23.2: "Jowett's explanation is satisfactory". Then comes a quotation of eleven lines, followed by a condensation of Classen-Steup's note. In neither case is there an exposition of the merits or defects of the arguments.

Besides the additions such as indicated, the adaptation consists in a rejection of part of the material, in condensing some of the rest, in transposing more—especially from commentary to Appendix—and to some extent of filling in notes for which Classen-Steup offered only a cross-reference to another book of Thucydides. Various misprints and false references have been corrected; and references to Thucydides have been changed systematically from book, chapter, section, to book, chapter and line.

That these changes serve, on the whole, to facilitate the use of the book by college students may be freely recognized. At the same time, however, it must be pointed out that the condensation is secured in some cases only at the cost of clearness, while in other passages the meaning of the German has been missed in a way which was not to be expected. Thus 'begin to lust after' (p. 209) is not a proper rendering of "Lust bekommen"; "matter of his action" (p. 215) instead of "manner of his action" may be merely a misprint, but it is the point on which the

<sup>1</sup> One of Steup's reasons is thus ignored.

argument turns. Sometimes the logic of the English is so obviously wrong that it should of itself have shown the necessity of correcting the translation. Thus there stands on p. 216 this: "Even if Thuc. from a certain period on regarded the ten years' war, the succeeding interval, the Sicilian expedition, and the Decelean war as a single great war, it was impossible, though elsewhere he might let a speaker say τὰ δέοντα (I.22.6), here to put into Alcib.'s mouth ἐν τῷδε τῷ πολέμῳ". Clearly the meaning must be "it was impossible, that is if he wanted his speaker to say τὰ δέοντα, to put these words into Alcibiades's mouth"; the German is "*wenn anders* er seinen Redner τὰ δέοντα sagen lassen wollte". Again, as Thucydides mentions by name Thessalos, Hipparchos and Hippias, it is futile to infer from his words μόνῳ τῶν γνησίων ἀδελφῶν that (p. 227) "he knew also of at least one full brother". The German text reads: "Mindestens auch einen nicht vollbürtigen Bruder", which is quite different and much to the point. Finally, one who reads (p. 239) "For it was by no means a matter of course that the Athenians, in case their own wall was completed, would have shut in the Syracusans", must be puzzled until he notices that "by no means" has nothing corresponding to it in the German.

Regrettable as it is, from the point of view of scholarly exactness, that any such blunders should occur, it does not follow that they are sufficient to impair seriously the value of the book as an instrument of collegiate instruction in the hands of a vigilant teacher. The sixth book is an excellent one for college reading. The Classen-Steup edition is by all odds the best exegetical commentary on Thucydides. The formal excellences of the College Series are too well known to require mention, and are fully shared by the present volume. I should unhesitatingly select it as a text-book in preference to either Marchant or Spratt, were I going to conduct a course in Thucydides.

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### THE NEW YORK LATIN CLUB

The second luncheon of The New York Latin Club for the year 1913-1914 was held at Columbia University, on Saturday, February 7. Seventy-seven members and friends gathered to welcome the guest of the day, Professor Walton Brooks McDaniel, of the University of Pennsylvania, who read a paper on Pliny and Lake Como. As was expected, the paper proved to be of exceptional interest, due especially to the lecturer's fine sense of humor and attractive style. Over eighty beautiful slides were shown.

Miss MacVay, Chairman of the Committee on the Greek Scholarship Fund, read the letter of appeal which was to be sent to certain persons who seemed likely to aid the fund, and asked for additional names.

Readers of THE CLASSICAL WEEKLY are earnestly requested to send to Miss MacVay, at the Wadleigh High School, New York City, the names and addresses of suitable persons. As the fund now amounts to approximately \$1000, the Club needs \$4000 more.

### THE CLASSICAL CLUB OF PHILADELPHIA

The 112th regular meeting of The Classical Club of Philadelphia was held on Friday, Feb. 6, with thirty members present in spite of the inclement night. The paper of the evening was read by Professor W. P. Mustard, of Johns Hopkins University, and treated the origin and the development of the piscatory eclogue as a form of literature. Professor Mustard began with a sketch of the first specimens of the piscatory eclogue by Jacopo Sannazzaro, a Neapolitan poet of the late fifteenth and early sixteenth centuries. Taking Vergil as a model, Sannazzaro changed the scene of his eclogues from the woods and the fields to the Bay of Naples and its shores. His supernatural beings were sea nymphs and sea gods; his human characters were fishermen, who sing of boats, nets and products of the sea. These eclogues were quickly imitated in Italy, France, Spain, Portugal and England, and the development of this poetic form in the literatures of these countries was outlined. Especially did the paper treat of the English development of the piscatory eclogue, until the fate of this form of literature was definitely settled by the bitter attack of Dr. Johnson upon it.

B. W. MITCHELL, *Secretary*.

In THE CLASSICAL WEEKLY 6,159 were quoted some remarks on methods in elementary instruction in Modern Languages, by Mr. William R. Price, State Inspector of Modern Languages, New York State Education Department. In the School Review for February last (22,98-102), Mr. Price writes on One Cause of Poor Results in Modern-Language Teaching. He invited 100 teachers of Modern Languages who wished credit for oral work done in their class-rooms and who regarded themselves as "qualified to teach a modified form of the 'direct method'" to write to him in the foreign language they were teaching, "giving at some length an account of their preparation and of their work in the class-room". About 50 replied. "There is hardly a sentence in any of these letters that is free from error. Many of them are wholly un-German or un-French". Mr. Price gives specimens. His conclusion is: "All my experience with teachers of modern languages in the state of New York (not considering the teachers who are native Germans or Frenchmen, nor those American-born teachers who have studied abroad) convince me that the chief cause of poor results in modern-language teaching in our secondary schools is due to the fact that the teachers do not know the language they attempt to teach".

Is such a state of things true at all of the teachers of Latin and Greek in our Schools and Colleges? If it is, of what avail are discussions of method, at least to those who do not know the language they attempt to teach?

C. K.